DOCUMENT RESUME

ED 159 412 CE 017 754

| | |
|---|---|
| TITLE | Model for a School-Community Based Adult Education Program. A Dissemination Guide. |
| INSTITUTION | Cabot Public Schools, Ark. |
| SPONS AGENCY | Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education. |
| PUB DATE | [78] |
| NOTE | 26p.; Some illustrative forms will not reproduce well due to small print; For a related document see CE 017 601 |
| EDRS PRICE | MF-$0.83 HC-$2.06 Plus Postage. |
| DESCRIPTORS | Administrator Guides; *Adult Education; Advisory Committees; Community Education; Coordination; Course Evaluation; Demonstration Programs; Needs Assessment; *Program Development; Program Evaluation; *Program Planning; Publicize; Public Relations; *Public School Adult Education; *School Community Cooperation; *School Community Programs; School Community Relationship |
| IDENTIFIERS | Arkansas (Cabot) |

ABSTRACT

This dissemination guide is intended to help schools develop school-community-based adult education programs. A six-step program to meet training and retraining needs and leisure time requirements is presented by the Cabot School District. The model's first step is designed to aid in the establishment of an advisory council to guide program development and implementation. The council's selection, function, initial meeting, role, and responsibilities are discussed. Do's and don'ts of interacting with the council are outlined. Overall program goals, promotion, and public relations are depicted as council responsibilities. In step 2 the purposes of a community needs survey and the instruments to be used in the survey are discussed. Step 3 is involved with program planning and development. Ways to select courses, begin an instructor resource file, and schedule are suggested. Program implementation, publicity techniques, and enrollment procedures are examined in the fourth step. The final steps are devoted to developing course and program evaluation provisions. (Sample survey instruments, instructor card, schedule, registration, and evaluation forms are included.) (For details of the Cabot program see related document CE 017 601.) (CSS)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED159412

# Model For A School-Community Based Adult Education Program

***A Dissemination Guide***

U S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CABOT SCHOOL DISTRICT

Martha Ray Marshall, Coordinator
*Adult Education*
*Cabot Public School*

CE 017 754

Project made possible through funds provided under the provisions of Part C of the Vocational Education Amendments of 1968 Arkansas Department of Education Division of Vocational-Technical and Adult Education.

## ACKNOWLEDGEMENTS

***A special thanks is extended to the school board and administration of the Cabot Public Schools for their cooperation and interest in education at every level of the district. Without their continued support the job would not have been as enjoyable or as beneficial to the school and the community.***

### School Board Members

Joe Allman
Jim Bennett
Dearl Dixon
Merrill Marshall
Gary Smith
N. E. Smith
Don Spence

### Administration

Don Elliott
*Superintendent*

J. M. DuVall
*Assistant Superintendent in charge of Federal Programs*

Gary Morris
*Assistant Superintendent in charge of Curriculum*

Jack Carrington
*High School Principal*

Nicky Boyd
*Middle School Principal*

Tommy Bush
*Elementary School Principal*

Art Hanna
*Primary School Principal*

Almeda Elliott
*Special Education Supervisor*

### Adult Education Advisory Council Members

Fred Campbell, *Chairman*
Donna Mahoney, *Secretary*
Joe Allman
Shirley Barger
Dearl Dixon
Tom Kelsey
Yvette McClung
Bob Nevin
Sara Park
Larry Robertson
Marti Roush
Wilma Smith
Rose Taylor
Jerry Waymack

### Vocational Education Staff

Theresa Allred
*Middle School Home Economics*

Lloyd Beasley
*Junior Executive Training*

Martha Marshall
*General Cooperative Education*

Randall McNinch
*Agriculture*

Bob Rochelle
*Agriculture*

Shirley Thompson
*High School Home Economics*

Kathryn Shain
*Business Office Education*

Dianne Weeks
*Orientation*

Larry Robertson
*Agriculture*

Mary Jolly
*Secretary*

Peggy Patrick
*Program Planning, Arkansas State Department of Education*

## FOREWORD

Adult education is a process whereby citizens of a community are organized to assess individual and community needs and resources; and to plan, implement, and evaluate opportunities and services that will improve the quality of life in the community.

The philosophy of adult education encourages schools to provide educational, social, health, recreational, and other human services to the entire community; to cooperate with other agencies to avoid duplication; and to assume the responsibility for a two-way communications system which will allow for citizen input in determining those needs.

Adult education involves more than just organizing classes, activities, and specialized community meetings. It facilitates the interaction process for defining and assessing needs, assists in finding the resources to meet these needs, and helps people decide what is important to themselves and their communities.

"Community" is defined to include each person involved within the community, and "education" includes an almost limitless list of possible learning experiences. Basically, those who believe in adult education must be committed to the following:

- A belief that education is an ongoing, continuous process and not confined within the walls of a school. For too long we have believed in a 2x4x6x9 education: two covers of a book, four walls of a classroom, six hours of a day, and nine months of a year.
- A belief that schools belong to the people and should be used by those who have been and are paying for them *and* that schools should assume the responsibility for making them available.
- A belief in the democratic principle that people are capable of making good decisions if given enough information and that schools should assume the responsibility for providing avenues for participatory decision-making.
- A recognition of the need to utilize the varied resources and agencies in a particular community and to work cooperatively with them for the betterment of the community.

Adult education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. It encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social, and cultural services for all people in a community. All communities have a

variety of human and physical resources that can be identified and mobilized to obtain workable solutions to problems. Inherent in the adult education philosophy is the belief that each program should reflect the needs of a particular community.

Each community is unique. Each community has different needs, resources, problems, goals and expectations. What do you want to do? What are your problems? What are your expectations? What are your alternatives?

This publication is written with the hope that it will help other schools develop the way they can best incorporate adult education into their school system.

# MODEL TO DEVELOP A SCHOOL-COMMUNITY BASED ADULT EDUCATION PROGRAM

Now is a time when important changes are taking place at a breath-taking pace. Within the past few years science and technology suddenly erupted with new discoveries and knowledge which have revolutionized most phases of everyday life. This ever increasing amount of knowledge and complexity of life-style has made it necessary for the educational process to be a lifelong experience. The amount of knowledge that has been accumulated in any major field of learning is staggering and is beyond the capacity of a person to master completely in the traditional education system.

For every one hundred students entering the first grade in Arkansas, only seventy-eight enter the ninth grade, only fifty-six graduate from high school, and a mere fourteen complete college. Less than one-third of the first graders continue education beyond high school. Even more important is the approximately forty percent that drop out of the school system before obtaining the high school diploma — more and more undereducated and unskilled people enter the labor market each year. This, along with continuing changes in the job market skills, makes it necessary for people to continue their education after leaving the traditional school system.

Adults are now demanding the full utilization of school facilities and vocational adult education classes. All working adults are taxpayers regardless of whether or not they have children in school. Also, due to the early retirement and increased leisure time of many adults, they are wanting to obtain more vocational and/or avocational training. Arkansas ranks second in the nation in the number of retirees.

This is a serious concern to leaders in vocational education, business, and industry. It is believed that if guidelines for initiating and implementing adult education programs were available to local school administrators and vocational education teachers to aid them in establishing needed programs, then more attention could be given to establishing programs of continuing adult education. Adult education must be expanded in order to serve and reach more people. Thomas Jefferson said, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

## WHY ADULT EDUCATION IN CABOT?

More and more people are discovering the pleasures of life in a generally rural area with a convenient proximity to the state's largest population center. One of the reasons for the growth of this area is the excellent variety of recreational opportunities found here. There are several small lakes and streams in the surrounding countryside, offering great fishing. A golf course, tennis courts and a swimming pool provide other sources of recreation.

Of course, the general way of life in this area is also largely responsible for its growth. Little Rock and North Little Rock are only about thirty minutes away. All the things which made small town living so enjoyable are found in Cabot. There are quiet residential areas, easy going business districts, and plenty of wide open spaces in the country. Good health care facilities are within easy reach for Cabot residents. There are many churches representing various faiths. The public school system is considered top quality for a district of its size. There are many active civic clubs, service organizations, and many programs designed especially to appeal to young people. Civic pride of the people of North Lonoke County is evident in many ways and contributes to the area's popularity.

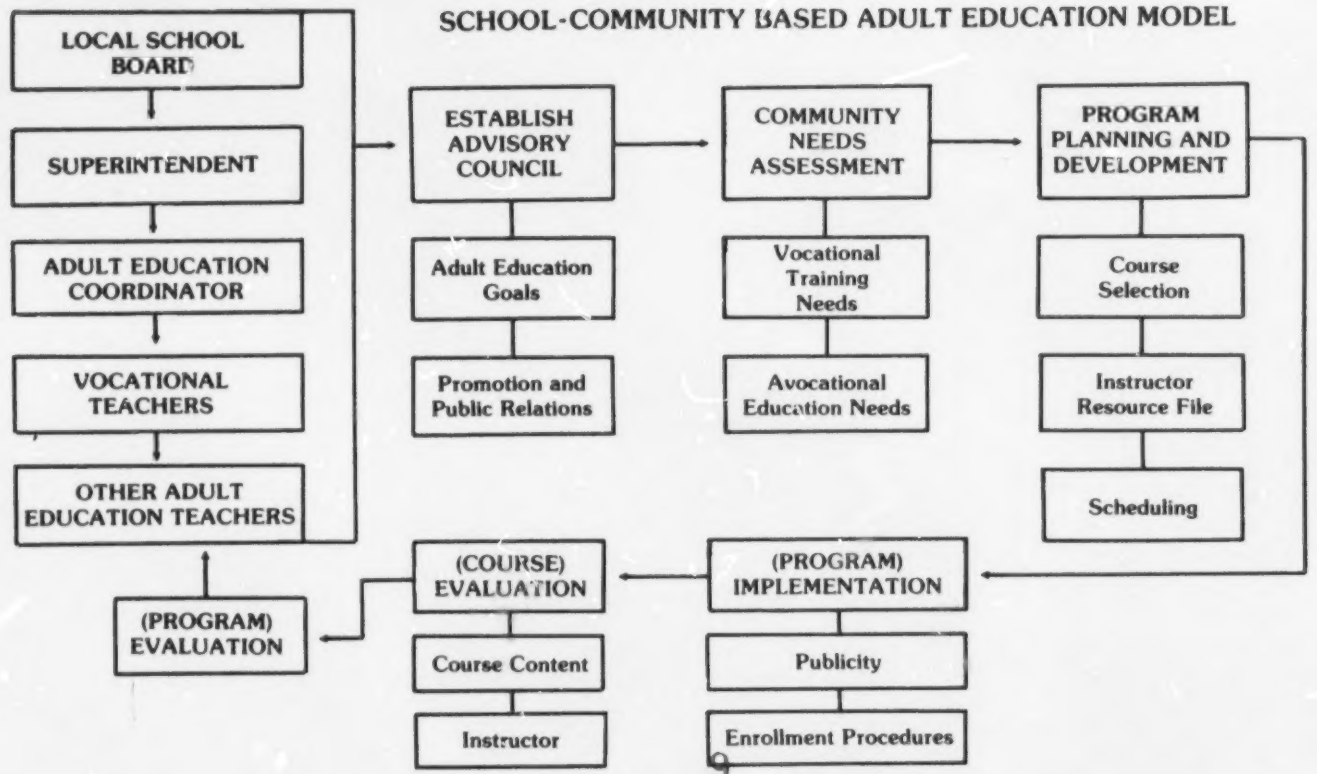
Cabot School District is approximately 24 miles northeast of Little Rock and encompasses the northern 200 square miles of Lonoke County. There are three relatively major cities and portions of all nine townships within the Cabot School District. The cities are Cabot, Ward and Austin; and the townships are Butler, Caroline, Eagle, Goodrum, Gray, Magness, Oak Grove, Ward and York. There is an increased demand for people to keep up with technological changes, to retrain due to changes in job requirements, to train for personal objectives, and to provide for increased leisure time activities for their mental and physical well being.

Adult education programs have been conducted for a number of years in order to help meet these needs; however, there were no available guidelines on how to initiate programs or how to motivate adults to seek to upgrade or improve their vocational and/or avocational skills. Because the Cabot School District strongly advocates that continuing education become a part of the total educational curriculum, it proposed that adult education be integrated into the public school system in order to better serve the community needs and, at the same time, serve as a model to demonstrate successful methods and techniques for an integrated school-community based adult vocational avocational program of continuing education.

# SCHOOL-COMMUNITY BASED ADULT EDUCATION MODEL

The model on the following page depicts the procedure used in establishing a School-Community Based Adult Education Program. The first step shown in the model is to establish an advisory council to promote and publicize adult and continuing education. The next step is to work with the advisory council in conducting a needs assessment in the community to determine the kind of adult education needed and desired by its citizens. Once the needs are known, courses are selected, instructors are employed, and programs are scheduled and conducted. During the planning and implementation processes, procedures are evaluated and presented to the advisory council. Finally, course evaluations are made in order to determine if the needs of the adult learner are met.

This dissemination guide incorporates the successful components and experiences resulting from the project, "A Model For A School-Community Based Adult Education Program."


SCHOOL-COMMUNITY BASED ADULT EDUCATION MODEL
LOCAL SCHOOL BOARD
SUPERINTENDENT
ADULT EDUCATION COORDINATOR
VOCATIONAL TEACHERS
OTHER ADULT EDUCATION TEACHERS
(PROGRAM) EVALUATION
ESTABLISH ADVISORY COUNCIL
Adult Education Goals
Promotion and Public Relations
COMMUNITY NEEDS ASSESSMENT
Vocational Training Needs
Avocational Education Needs
PROGRAM PLANNING AND DEVELOPMENT
Course Selection
Instructor Resource File
Scheduling
(PROGRAM) IMPLEMENTATION
Publicity
Enrollment Procedures
(COURSE) EVALUATION
Course Content
Instructor

# ESTABLISH ADVISORY COUNCIL

The local advisory council for adult education is established to provide guidance in developing and implementing an adult education program. Since it is important that representatives of a cross section of the community be included, each vocational teacher is requested to submit the names of persons who are active in agricultural, civic, business, industrial, and community groups. From this list the local school board approves fourteen members based on the recommendation of the local superintendent. The sample letter shown below may be sent to each of the potential members with an enclosed card asking for acceptance or rejection.

BOARD MEMBERS

MERRILL MARSHALL
President

DEARL DIXON
Vice President

N.E. SMITH
Secretary

GARY SMITH

JIM BENNETT

DON C. SPENCE

JOE ALLMAN

*Cabot Public Schools*

100 East Locust
CABOT, ARKANSAS 72023
Telephone (501) 843-3562

ADMINISTRATION

DON ELLIOTT
Superintendent

J.M. DUVALL
Asst. Superintendent
Federal Programs
and Transportation

GARY MORRIS
Asst. Superintendent
Curriculum

JACK CARRINGTON
High School Principal

NICKY BOYD
Junior High School Principal

TOMMY BUSH
Elementary Principal

ART HANNA
Primary Principal

Dear _____

You have been recommended by the Superintendent of Schools and members of the Cabot School Board to serve on the Adult Education Advisory Council. This council will serve as an important part in the development and implementation of a model adult education program.

The council will develop and give over-all direction, guidance and aid to planning adult education programs to meet the needs in the community. The first meeting is scheduled for Tuesday, August 14, 1977, at 7:00 p.m. in the high school library.

Your participation in this endeavor will be greatly appreciated. Please indicate your response on the enclosed card regarding your willingness to serve on the Adult Education Advisory Council.

Thank you,

Superintendent

Adult Education Coordinator

Enclosure

During the first meeting the agenda provides for the general orientation to the total vocational program and specifically to the purpose and the goals of the adult education program. The adult education coordinator serves as chairperson until the chairperson and other officers of the committee are elected. Membership selection is for an indefinite term to create continuity but also to enable members to drop their membership if they can no longer be active. The functions of the adult education council are outlined as follows:

- Help in the development, implementation, and evaluation of the adult education program.
- Help in the development of a school-community activity calendar to coordinate the adult class schedules with community activities.
- Help in the development and design of an adult needs assessment instrument; analyzing data and establishing priorities as indicated in the survey.
- Help in the development and adaptation of evaluation procedures and rating form which will allow other adult participants to rate the instructors. The results of the rating form may reflect certain weaknesses that will help determine potential staff development activities. This process will help increase the quality of adult education instructors.
- Help in the explanation and promotion of the program by working closely with churches, civic clubs, community leaders, individuals, etc.

## The Initial Meeting

The initial meeting of the advisory council is of vital importance in terms of maintaining interest and continued support. The agenda for the meeting will likely include the following:

- The welcome and statement of purpose by the chief school administrator.
- Introduction of members.
- Brief history and orientation of vocational education at local, state and federal levels.
- Selection of chairperson and organization of council, i.e., by-laws, officers, committees, meeting schedule, other business, etc.
- Start and adjourn on time.
- Refreshments.

## The Role and Responsibility

The role and responsibility of the advisory council should be clearly understood by all of its members. It should be clearly understood that the council has no decision-making authority and that its function is to advise, suggest, and make recommendations that will strengthen and improve the local adult education programs. The local coordinator has the responsibility to hear the advice, suggestions, and recommendations made by the council; but council members should understand that all decisions regarding policies and programs will be made by the local school board. The advisory council will keep the local school board informed about the programs so that the board will be able to make wise decisions concerning vocational education.

## DOs and DON'Ts

**DOs**

1. Make sure that members understand their duties as council members.
2. Keep members informed on school regulations and activities.
3. Help the chairperson plan the agenda for all meetings.
4. Give members duties and responsibilities so that they feel useful.
5. Seek out, listen to, and follow up on the advice of all members.
6. Provide background information to members on topics to be discussed.
7. Give praise and encouragement to members.
8. Start and stop all meetings on time.
9. Keep the school administrator informed on all council actions and activities.

**DON'Ts**

1. Underestimate the intelligence and abilities of council members.
2. Allow the council to become administrative in function.
3. Schedule meetings without a planned program.
4. Allow the meeting to become long and uninteresting.
5. Initiate programs without consulting the council.
6. Ignore suggestions and recommendations made by council members.
7. Fail to keep council members informed at all times.
8. Make promises to council members that are not within the coordinator's authority.
9. Fail to keep the school superintendent properly informed at all times.

In conclusion, the advisory council is a positive force which provides ideas, opinions, information, and feedback on all aspects of the program. Remember, they represent the voice of the community.

**ADULT EDUCATION GOALS.** The Cabot Advisory Council asked advisory council members from a nearby community to meet with them to help formulate the role and responsibilities of the Cabot Council regarding the kind of goals sought in adult and continuing education.

The adult education coordinator facilitated the formulation of the goals. Initially, members of the advisory council participated in a general discussion using the following "ground rules":

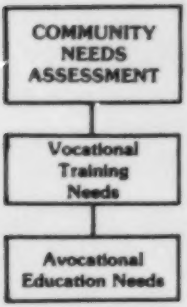
- Criticism is forbidden. No one should be permitted to express any kind of judgment or evaluation of an idea.
- Volume of ideas is sought. Everyone should be reminded that the more ideas offered the better.
- "Free-Wheeling" is encouraged. The most unusual and way-out idea is always welcome.
- "Piggy-Backing" is encouraged. In other words, one idea often triggers another, allowing a chain reaction to take place. Therefore, "Piggy-Back" on someone else's idea and change it into a brand-new one.

**Cabot's Adult Education Goals**

- To provide continuing education programs for adults.
- To determine needs of special population groups.
- To establish effective community and public relations.
- To provide educational experiences that will meet the vocational and avocational needs of the community.

**PROMOTION AND PUBLIC RELATIONS.** The model indicates that one of the responsibilities of the advisory council is to aid in the promotion and the development of public relations as well as to inform the community of various opportunities in continuing education. Although the adult education coordinator will be doing a substantial amount of promotion and public relations, the advisory council will likely provide suggestions to reach all members in the community. Some suggested activities for the coordinator and/or advisory committee members include:

- Presenting programs to civic organizations
- Advertising the program
- Publishing newspaper articles
- Making posters
- Making announcements to students to relay to parents
- Visiting model adult education programs
- Visiting nearby communities to tell of program offerings




## COMMUNITY NEEDS ASSESSMENT

The primary purpose for conducting a community needs assessment is to determine (1) if adults in the community are interested in participating in programs of adult education; (2) if desired courses can be offered in terms of facilities, equipment, supplies, and instructors; (3) if the time of offerings will attract a sufficient number to justify it.

The Cabot needs assessment included three basic instruments. The first instrument was sent to a selected cross-section of residents to determine such things as: (1) What age groups tend to want adult education; (2) What educational level is the majority of those adults who desire continuing education; (3) The most convenient time for adult education programs; and (4) What type of course would be of greatest interest. The instrument served the Cabot community but would need to be modified to include additional information other communities need to plan a comprehensive adult education program.

A second instrument was developed to involve the teachers in the Cabot School District. Because of special interests and hobbies of the teaching staff, it was believed that this survey would be a starting point to determine which courses were more readily available if sufficient interest warranted their inclusion in the program. At the same time a third instrument was developed to elicit the needs of the general public. The local weekly newspaper printed the article shown on page 12. The newspaper survey served to inform hard-to-reach adults in outlying areas about the proposed adult education program. After tabulating the three needs-assessment instruments, a final listing was compiled.

CABOT PUBLIC SCHOOLS
ADULT EDUCATION SURVEY

PERSONAL INFORMATION

NAME _____ Address _____ _____ _____
(Box) (Town) (Zip Code)

Age Group: Under 18____18-30____31-50____51-65____Over 65____

Circle Highest Grade Completed in School 0-1-2-3-4-5-6-7-8-9-10-11-12 Trade School____
College 1-2-3-4-5-6-7-8 years (Years)

1. Would you attend classes if classes were offered that met your needs?
Yes____ No____ Undecided____
If yes, would you prefer attending class: (Check one or more)

Monday____ Thursday____ 9 a.m.-12 noon____ ____6:30 p.m.-8:30 p.m.

Tuesday____ Friday____ 12 noon-3 p.m. ____ _____
(Time desired)

Wednesday____. 7 p.m.-9 p.m.____

2. Would you attend the Vocational Technical School at Searcy one or two nights per week to take classes which we are unable to offer here at Cabot if transportation was provided? Yes____ No____ Don't Know____

3. Do you have friends or neighbors that you believe would attend adult education classes?
Yes____ No____ Don't Know____

4. What type courses do you wish to see offered in the Adult Education Program? (Rank in order of Choice)

ACADEMIC (Arithmetic, English, History, GED, etc.)_____

VOCATIONAL (Occupational training, Skill, Job related)_____

RECREATIONAL (Physical conditioning, Hobby, Sports, Arts, Crafts, etc.)_____

DOMESTIC (Family-Home Related, Home Landscaping, First-Aid, Family Living,) (Interior Decorating, etc.)_____

LEGAL (Taxation, Estate Planning, Mortgages, etc.)_____

Special Interest _____
(Course Desired)

Would you desire the class to be: BASIC_____or ADVANCED_____?

If you desire basic classes, would you desire a more advanced class at a later date?
Yes_____ No_____ Undecided____

5. Would you need child care in order to attend a class for adults? Yes____ No_____

6. Additional suggestions: _____

_____

FOR ADDITIONAL INFORMATION, CONTACT:

Cabot High School
Cabot, AR 72023
843-3563 Ext. 28

16

Cabot Star Herald
Cabot, Arkansas

Friday, August 26, 1977

# Survey Underway To Determine Adult Ed Needs

A survey is underway to determine the needs of adults in the Cabot area in the field of adult education as well as to find resource persons willing to teach adult classes, Mrs. Martha Marshall, adult education co-ordinator, said this week.

Classes may include such things as macrame or woodworking, or even may be college credit courses, depending on local needs, she explained.

"The main thing at the present is to find out the interests of area adults and then locate teachers to instruct them. Also, we are looking for persons who are knowledgeable in various subjects, who would be willing to teach courses," Mrs. Marshall continued. Teachers for such courses will receive seven dollars per hour she said.

Persons who might be interested in teaching such a course are asked to estimate the number of clock hours of intruction required to complete the course. Anyone wishing to make a request for a certain subject or those willing to teach a course may fill out the form below.

Application forms may be turned in to the superintendent's office at Cabot High School, the senior high school office, to Mrs. Marshall personally, to Fred Campbell at the Bank of Cabot or to the Cabot Star-Herald office.

The adult education advisory council will meet very soon to discuss course offerings and persons are asked to turn these forms in immediately, Mrs. Marshall urged.

ADULT EDUCATION PROGRAM

| COURSE YOU WOULD LIKE TO SEE OFFERED | No. of Hrs. Required |
|---|---|
| | |
| | |
| | |

Name _____

Address _____

Phone Number _____

Would you be willing to teach the course ? _____

TEACHER _____ SUBJECT _____

The Purpose of this survey is to determine possible courses you believe should be included as part of Adult Education program for Cabot.
Please list possible courses related to your subject matter areas (or interest/ability) that should be included in a comprehensive Adult Education program.

ADULT EDUCATION PROGRAM

| Course | Number of Hours Required | Check if you would be willing to teach the course |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

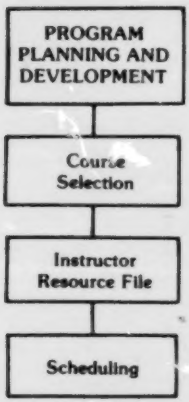
You are also asked to estimate the number of clock hours of instructions required and to indicate your willingness to teach such a course.
(Instructors will receive $7.00 per instructed hour.)

Comments:

**VOCATIONAL TRAINING NEEDS.** Continuing education programs include both vocational and avocational type activities. In order to construct components of the needs-assessment instrument to determine the vocational training needs of the adults, it is necessary to look at the local and area labor force composition. In addition, contracts made to local business and industry serve to help organize specialized training programs to upgrade skills of employees. At the same time, this creates a closer linkage between the public school system and the private business sector.

**AVOCATIONAL EDUCATION NEEDS.** Several factors are to be considered in determining which avocational courses should be offered in the adult education program. The most important factor, of course, is interest, and this is the main consideration in choosing which avocational education classes Cabot will offer. The council decided that ten (10) people would warrant having a class and that if fewer than ten (10) registered, then that particular class would not be held at that time but would be considered in the future.

Another factor to be considered in determining which avocational courses are to be held is to see if they fit into the ideology of Cabot's Public School System. For example, belly dancing might fulfill a public interest and fit into another school system's realm of thinking, but it would not be acceptable as a part of the Cabot Public School Adult Education Program.




## PROGRAM PLANNING AND DEVELOPMENT

Data from the Cabot School District's Educational Master Plan and the information obtained from the survey, teacher input, the published survey and the advisory council were used to develop an adult education program which reflected the community's needs.

The results of the needs assessment survey revealed that many people in the community were interested in both vocational and avocational programs. Recreational activities received the highest percentage of responses with 26 percent of the people interested in this particular area; vocational and domestic classes received 22 percent each; academic, 12 percent; legal, 9 percent and approximately 6 percent said that they were interested in more than one of the areas indicated. Approximately 8 percent of those responding had not received their high school diplomas. Respondents were also asked if they desired or needed child care in order to attend any classes.

The final program was developed and published as a paid advertisement in the local newspaper and the general public was invited to call or come to the school to enroll.

# ADULT EDUCATION CLASSES

| | | | | |
|---|---|---|---|---|
| Bookkeeping | 7-9 | M-T | Jan. 17-Jan. 31 | $10 |
| Welding | 7-9 | M-W | Nov. 21-Dec. 21 | $10 |
| Small Engine Repair | 7-9 | M | Feb. 6-April 10 | $10 |
| Beekeeping | 7-9 | M | Sept. 19-Oct. 24 | NC |
| Cake Decorating | 4-6 | M | Mar. 28-April 25 | $10 |
| Beginning Freehand Drawing | 7-9 | T | Sept. 6-Dec. 13 | $20/Hr. |
| Basic Adult Education (GED) | 7-10 | M-T | Sept. 19-Mar. 1 | NC |
| Slimnastics | 10-11 | T-Th. | Feb. 28-Mar. 30 | $10 |
| Tennis | 2:45-3:45 | M-F | Oct. 4-Oct. 27 | $10 |
| Cardio-Pulmonary Resuscitation | 7-9:30 | M | Jan. 9-Jan. 30 | $10 |
| Red Cross First Aid | 7-9 | Th. | Oct. 27-Dec. 1 | $10 |
| Wallpaper Clinic | 7-9 | T | Nov. 8 | NC |

***Persons desiring to enroll in any of the above classes may do so during school hours by contacting Cabot High School Phone 843-3562, Extension 29***

***Mrs. Martha Ray Marshall, Adult Education Co-ordinator***

**COURSE SELECTION.** The community needs-assessment will probably determine the initial course listings to be offered in the adult education program. However, the final courses offered will be selected after considering such things as:

- Course cost
- Minimum enrollments
- Adequate facilities and equipment
- Local employment and industry requests
- Requests made by special interest groups
- Availability of instructors

Other considerations in selecting courses will be made if fees have to be charged in order to pay for the course. The cost will include such items as: instructional costs, supplies, materials, maintenance, operations, etc. A nominal fee should be set. The total estimated cost may then be divided by the fee in order to arrive at the minimum number of participants needed to pay for the course.

Funds for adult education may be available from a number of sources, such as Continuing Education, Department of Higher Education; Voca-

tional Education, Department of Education; Adult Basic Education, Department of Education; and local business and industry. Although a variety of sources of funds are available for conducting adult education, it is usually considered a good idea to assess a nominal fee since the adult student who has an "investment" in the educational program is more likely to attend and be motivated to complete the course. If this idea is used, fee costs may be averaged between low-cost courses and high-cost courses to arrive at a more nominal fee charge in order to keep participant cost at a minimum for the high-cost courses and still justify an "investment" for the low-cost courses.

**INSTRUCTOR RESOURCE FILE.** A major problem in providing adult education is the availability of instructors for the wide variety of courses requested by the community. It is essential to have an instructor who has agreed to teach a course before the course can be scheduled. One way to know the availability of instructors is to begin a resource file based on responses received from such sources as the teacher's survey questionnaire and the survey questionnaire published in the local newspaper. The local advisory council will probably be able to suggest instructors or provide information to seek out instructors. The adult education coordinator has the responsibility to personally interview each potential instructor before making course assignments.

The key to any adult education program is selecting an instructor who motivates and holds the interest of the adult learner. Few adults will waste their time if they are not challenged or do not feel that the learning experience is worthwhile. For this reason it is important to keep an up-to-date instructor resource file. A small card catalog file will be easy to keep up to date and will allow the addition or deletion of instructors. The card catalog file would contain the names of all possible courses indicated in the community needs assessment or requested from other sources. Course titles should be arranged alphabetically with instructor cards of all current instructors filed behind the appropriate course title.

INSTRUCTOR CARD

COURSE _____

NAME _____

ADDRESS _____

HOME PHONE _____

PLACE OF EMPLOYMENT _____

BUSINESS PHONE _____

ADULT CLASS RECORD

| Date of Course | Number Enrolled | Number Completed | Evaluation | Comments |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

20

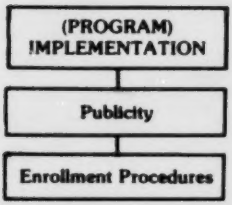
The instructor card depicts an up-to-date record which can be assessed in terms of the percentage of completions indicating the instructor's ability to maintain interest; and the participants's evaluation of the instruction which indicates how well the course was received.

**SCHEDULING.** While it is possible to schedule adult education courses throughout the entire year, it is more economical and efficient to conduct adult education courses which all start and end during a designated period of time. Thus, the schedule plans would include courses to be offered in the fall and/or during the spring semester. This would not apply to GED classes since their instructional requirements are pre-set by the State Department of Education. The advantages of conducting all the courses for each semester during a specified time frame include the following:

- Simplifying registration procedures
- Opening and closing facilities and laboratories
- Efficiency in ordering supplies and materials
- Organization and consolidation of administrative functions

Further considerations for scheduling the program should be based on such factors as holidays, civic activities, weather, social activities, and local calendar of events to avoid as many community activity conflicts as possible.

## PROGRAM IMPLEMENTATION




After following through the previous steps in the model, the actual program implementation should follow logically with little difficulty. It is never wise to assume that arrangements made several weeks in advance need no further checking. Several days before the schedule is to begin, the coordinator should call each course instructor to inquire if further assistance is needed with the course; this also serves as a means of reminding the instructor. It is also good to go over the arrangements with the appropriate school administration staff to be sure that everyone is informed and aware of the adult education schedule.

Some person(s) should be placed in charge of the school facilities each time the building is opened at a time outside the regular school day. This not only accommodates the participants and the instructors but also provides some degree of personal security and protection against vandalism.

The adult education coordinator will have the responsibility for facilitating the smooth operations of the program through efficient registration processes, securing and making textbooks and instructional materials

available, acquiring and obtaining special equipment required for the courses, and for coordinating the efforts of the school and community in conducting the adult education program.

**PUBLICITY.** Although the adult education class schedule has been previously advertised, it may be desirable to conduct further publicity measures to insure that all adults who wish to will have an opportunity to participate. The adult education coordinator should review survey forms and be sure that any person who checked a course is called personally and told or reminded that the course is being offered. A separate registration process affords some publicity prior to the scheduled courses. Through advertising in the local newspaper and other media, registration can be set up over a one or two-day period in some designated place, such as the school, the community center, the city hall or some well-known and convenient location for the local citizens.

In addition the following standard procedures can be used to publicize and promote the adult education program:

- Posters in department store windows
- Announcements at school for students to relate to parents and friends
- Local newspaper stories
- Personal contacts by council members and coordinator
- Speeches before civic clubs

**ENROLLMENT PROCEDURES.** Various procedures for enrolling students can be used; however, the registration procedures described above are an efficient and effective means of publicizing the program as well as providing the coordinator with some idea of the number of adult enrollees.

Registration must be done far enough in advance to ensure that all interested adults have knowledge of the course. This also provides time to notify other interested adults if additional enrollees are needed in order for the course to meet minimum enrollment requirements. A formal registration period will also allow the adult education coordinator sufficient time to order needed supplies and materials for the course based on actual number of enrollees.

## ADULT EDUCATION COURSE AND FEE SCHEDULE

ADULT EDUCATION COURSE AND FEE SCHEDULE
FALL 1978

| COURSE | MINIMUM ENROLLMENT | FEE |
|---|---|---|
| Sewing | 10 | $ 5.00 |
| Beekeeping | 10 | NC |
| Cake Decorating | 10 | 15.00 |
| Small Engine Repair | 10 | 10.00 |

## CABOT ADULT EDUCATION REGISTRATION FORM

CABOT ADULT EDUCATION REGISTRATION FORM

Name_____ Phone_____

Address_____
(street) (city) (zip)

SEMESTER: FALL_____ SPRING_____

COURSE: _____

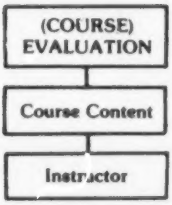
_____

_____

Do Not Write
In This Space:
Fees Paid:_____
Banquet:_____
Signature:_____

Signature:_____

# COURSE EVALUATION




The adult education model would not be complete without provisions for evaluating the courses which made up the adult education program during the year. It is important to remember that the adult learner will support only continuing education programs which are meaningful or fulfill some need. Evaluating a course frequently means evaluating the instructor who taught the course to determine such factors as: ability to teach, ability to motivate, and ability to make the content relevant to meet the adult learners needs. The evaluation instrument shown will provide the adult education coordinator information which serves as a guide for conducting future courses.

EVALUATION OF ADULT EDUCATION COURSES

This questionnaire gives you an opportunity to express your view of this course and the way it has been taught. Indicate the response closest to your view by circling the appropriate number.

NA (0) = Not Applicable or Don't Know
SA (5) = Strongly Agree
A (4) = Agree
N (3) = Neither Agree nor Disagree
D (2) = Disagree
SD (1) = Strongly Disagree

| | | NA | SA | A | N | D | SD |
|---|---|---|---|---|---|---|---|
| | | 0 | 5 | 4 | 3 | 2 | 1 |
| 1. | This course met my needs. | 0 | 5 | 4 | 3 | 2 | 1 |
| 2. | The meeting place was appropriate. | 0 | 5 | 4 | 3 | 2 | 1 |
| 3. | I would recommend this course to other people. | 0 | 5 | 4 | 3 | 2 | 1 |
| 4. | The instructor utilized class time well. | 0 | 5 | 4 | 3 | 2 | 1 |
| 5. | The instructor demonstrates knowledge of the subject taught. | 0 | 5 | 4 | 3 | 2 | 1 |
| 6. | This instructor explains content clearly. | 0 | 5 | 4 | 3 | 2 | 1 |
| 7. | This instructor's voice is clear and understandable to me. | 0 | 5 | 4 | 3 | 2 | 1 |
| 8. | The activities were conducted in an orderly manner. | 0 | 5 | 4 | 3 | 2 | 1 |
| 9. | The instructor demonstrates and illustrates techniques frequently. | 0 | 5 | 4 | 3 | 2 | 1 |
| 10. | Rate the overall effectiveness of this course. | 0 | 5 | 4 | 3 | 2 | 1 |

11. Indicate strength of the course:

_____

_____

12. What improvements would you suggest: _____

_____

_____

The evaluation instruments should be tabulated, summarized, and filed for future reference. Items related to the instructor evaluations should be recorded on the instructor card in the resource file.

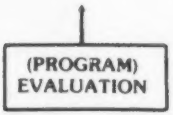
**COURSE CONTENT.** The evaluation instrument enables the adult learner to determine the degree to which the course met the individual's needs. The instrument also provides an open-ended evaluation to assess the strengths of the course as well as needed improvements. Because of the diverse nature of needs involved in adult education programs, standardized courses *per se* are not practical. The instructor will often need to work individually with adults, taking them at their own level of learning and going to whatever level the adult learners determine to fulfill their individual needs. For this reason the course content can only be evaluated on what the learners perceive as having met their needs.

**INSTRUCTOR.** The instructor will be evaluated on such factors as class time utiliziation, knowledge of subject, clarity of instruction, lack of distracting mannerisms, and use of effective teaching techniques.

The ratings of all participants should be tabulated and analyzed to determine overall effectiveness of the instructor. The findings of the instructor's evaluation will enable the adult education coordinator to keep an up-to-date instructor file and, when possible, select only those instructors with high ratings from previous courses.

Needless to say, the instructor resource file is a confidential personnel file record and should be treated in the same manner as other personnel records.

## PROGRAM EVALUATION




It is suggested that once or twice during the year the adult education coordinator conduct two meetings for the purpose of evaluating the adult education program. One meeting should be conducted with the vocational education staff and other staff who participate in the adult education program and the other meeting with the adult education advisory council. In some instances it may be appropriate to combine the two meetings into one. This would be optional. Whether a formal evaluation is developed or whether time is spent discussing various problems, concerns, and success will likely depend on the size of the school district, council, and staff, and the relationship the adult education coordinator has with these three groups.

In other words the program evaluation may be either a formal or informal activity; however, specific suggestions and recommendations for improving the adult education program should be made and presented to the local board each year.

At this point in the model, the adult education program is ready to be recycled the next year beginning with the appointment and/or replacement of any advisory council members.

It is important to remember that the total program evaluation will not take place just during the regularly scheduled meetings but should be conducted throughout each step of the model in order to revise any part of the program which needs to be changed so that the adult education program reflects the needs of a school-community based adult education program.